DOCUMENT RESUME

ED 472 840 EA 032 118

AUTHOR	Perkins-Gough, Deborah, Ed.
TITLE	ERS Successful School Practices, Fall 2000.
INSTITUTION	Educational Research Service, Arlington, VA.
PUB DATE	2000-00-00
NOTE	15p.; Published three times per year.
AVAILABLE FROM	Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (available to ERS Comprehensive Subscribers only). Tel: 703-243-2100; Tel: 800-791-9308 (Toll Free); Fax: 703-243-1985; Fax: 800-791-9309 (Toll Free); e-mail: msic@ers.org; Web site: http://www.ers.org. For full text of the first article: http://www.ers.org/SSP/sspfall00a.htm.
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom (055)
JOURNAL CIT	Successful School Practices; Fall 2000
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Academic Achievement; *Accountability; *Educational Methods; Elementary Secondary Education; *Measurement Objectives; Public Schools; School Community Programs; *School Community Relationship; Scores; *Service Learning; Student Volunteers
IDENTIFIERS	Chicago Public Schools IL; Mesa Public Schools AZ; Wilmington Public Schools DE

ABSTRACT

In this publication are three short articles on successful school practices. "Learning Is the Outcome; Test Scores Are Just the Measure" describes test-preparation efforts in Mesa, Arizona, public schools. The district has instituted a program to assist principals and teachers in aligning curriculum, instruction, and assessment, and in analyzing test results to guide teaching and learning. A simple equation sums up the district's approach: accurate test scores = content knowledge + familiarity + motivation. "Harnessing the Power of Accountability to Improve Instruction" summarizes a comprehensive accountability plan used in the Red Clay, Delaware, Consolidated School District. The key to the plan is its monitoring and maintenance by seven action committees: (1) standards and assessment; (2) professional development; (3) technology; (4) schools and student support programs; (5) professional appraisal system; (6) parent accountability; and (7) alternative programs for disruptive students. "Comprehensive Support for Service Learning" outlines a program in the Chicago public schools. To succeed, a service-learning program requires preparation, action, and reflection. It also requires the cooperation of the service-learning team, which consists of students, faculty, the service-learning coach (in-school manager), principals, parents, central-office staff, and representatives from participating agencies and organizations. (WFA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS